

Grade

4

LEVEL:
INTERMEDIATE

SOFTBALL SKILLS

OBJECTIVE:

To enhance softball skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Softballs, softball gloves, softball bats, bases, stopwatches, tires, ropes, targets.

CLASS ARRANGEMENT:

Three to four people per station.

SKILLS NEEDED:

Running, catching, throwing, batting, and fielding.

INSTRUCTIONAL STRATEGIES:

The instructor should set up six circuit stations; assign three to four students to each station. Rotate groups to the next station after five minutes. Observe the students closely and correct technique when necessary.

Station 1—Base running: Each player will run the bases while the other students time; repeat as time allows. Students should try to beat their personal time on the next run.

Station 2—Fielding fly balls: One player throws fly balls to the other players who call for the ball and try to catch it in their glove. Change throwers every five throws; repeat as time allows. Students should count the number of fly balls caught by each player.

Station 3—Pitching: Tape targets to a wall (two feet from the ground) as strike zones. Identify the pitching area (35 feet from the target). Students should pitch ten underhand pitches to the target. Each time they hit the target, score one point.

Station 4—Batting: Students should work in pairs; one partner pitches, the other bats. Each batter should try to make five hits into fair territory. Students should count the number of good pitches it takes to make five hits.

Station 5—Fielding grounders: With a partner and one ball, students should stand about 25 feet apart. Students will throw ten ground balls to each other. Students should count the number of successful catches out of ten.

Station 6—Accuracy Throwing: Use a tire or hoop suspended from a basketball backboard frame, tree or draw a target on a wall or backstop. The target should be about 2 feet from the ground. Students should complete ten overhand throws at the target; score two points for throwing through the tire and one point for hitting the tire.

EVALUATION/MODIFICATION:

Observe the development of students' skills; assist in demonstrating proper techniques for activities.

Grade

4

LEVEL:
INTERMEDIATE

VOLLEYBALL

OBJECTIVE:

To improve coordination skills through the fundamentals of volleyball.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING AREA:

Large open area (indoor or outdoor).

EQUIPMENT AND MATERIALS:

Balloons, beach balls, markers or crayons, and volleyball court handout (a teacher-prepared layout of a volleyball court).

INFORMATION:

The skills for volleyball coordinate interaction between the visual and motor system. Eye-hand coordination is necessary to be successful at volleying.

CLASS ARRANGEMENT:

Initially, the class will have partners and then will be divided into groups.

SKILLS NEEDED:

Running, stretching, volleying, coloring and labeling.

INSTRUCTIONAL STRATEGIES:

1. The students should run two laps to stretch the muscles of the upper trunk.
2. Pair the students up and have them work on "partner volleys." Each pair should have a balloon and volley back and forth, striving for control and height on each volley.
3. Divide the class into four groups; each group should form a circle. Explain that when the whistle blows, the student with the beach ball initiates the volley and calls out "one." The second player calls out "two" when he/she volleys. The players progress until they reach "ten." Players may not contact the ball twice in succession nor may they lift the ball. If the beach ball contacts the floor, start over.

4. After students have finished their game, distribute the handout of the volleyball court and explain the directions to the students.

EVALUATION/MODIFICATION:

Observe the development of students' skills; assist in demonstrating proper volleying techniques. Assess students' knowledge of the areas of the volleyball court from the handout.

RESOURCES:

Developmental Physical Education For Today's Children, David L. Gallahue.

Grade

4

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:

To develop soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One soccer ball for each student.

INFORMATION:

A punt is a kick frequently used by a goalkeeper. It is used for lifting the ball high and for kicking long distances.

CLASS ARRANGEMENT:

Class divided into groups of two.

SKILL NEEDED:

Passing with inside-of-foot kick.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate and explain the following—kicking the ball to your partner:
 - a. hold the ball waist high with both hands,
 - b. extend the kicking leg forcefully forward as the ball is being dropped, and
 - c. contact is made with the instep; the leg follows through in intended direction of the ball.

2. Explain the rules and strategies of lead-up game “Soccer Golf.”

Soccer Golf

Students form a team of two players with one ball for each player. The first player punts the ball for distance. After the ball becomes stationary, the second player uses the punt and two additional kick attempts to contact his/her partner’s ball. If successful, he/she becomes the first “punter.”

EVALUATION/MODIFICATION:

Have students predict how many kicks (touches) it will take to contact their partner’s ball. Keep scores for specific number of “holes.” This is a good exercise for adding and subtracting skills.

Grade

4

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:

To practice soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One ball per two students.

INFORMATION:

Trapping is a technique used in soccer to control a ball traveling in the air or rolling on the ground. The shin trap and the sole-of-foot trap can be mastered by children at the primary level.

CLASS ARRANGEMENT:

Divide the whole class in groups of two students.

SKILLS NEEDED:

Dribbling, inside-of-foot kicking, outside-of-foot kicking.

INSTRUCTIONAL STRATEGIES:

1. Partnership Trapping:
The ball is rolled to a partner; the other partner wedges the ball downward with the shin as contact is made (shin trap). The ball is rolled to a partner; the other partner contacts the ball with the sole of the foot and squeezes the ball against the ground (sole-of-foot trap).
2. Students should practice the shin and sole-of-foot traps by playing the following lead-up games, "Shadow Tag" and "Line Soccer."

a. Shadow Soccer

As a follow-the-leader type game, the object is for the follower (shadow) to stay immediately behind the leader and imitate all movements of the leader. Begin with just the leader having a ball and progress to the shadow and the leader each having a ball. Leaders should use skills practiced in class. Switch roles after 5 minutes.

b. Line Soccer

The class should be divided into two groups. The groups should in a line facing each other; number the players from one to six. A ball is placed between the two groups. The instructor calls a number and the players with that number run to the ball and try to score by kicking the ball past the other team.

Rules:

- (1) All players on each line act as goalies
- (2) All kicks must be kept below waist level
- (3) The ball stays in play until a score is made
- (4) If the ball lands behind the line of students on either side for any reason, a point is scored.
- (5) Playing time is determined by the instructor.

The instructor may vary the game by requiring an additional activity, e.g., a pass must be made to another teammate before attempting to score.

EVALUATION/MODIFICATION:

Emphasize controlling and dribbling the ball prior to kicking when playing a lead-up game, and stress passing and teamwork. As skills increase, call two or three numbers. Avoid long waiting for a turn by keeping the size of teams small.

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4

LEVEL:
INTERMEDIATE

SOCCER

OBJECTIVE:

To enhance soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One soccer ball, beach balls or other low-impact balls.

INFORMATION:

Heading, when taught at the elementary school level, should be introduced slowly. Use underinflated balls or other balls of low impact.

CLASS ARRANGEMENT:

Class divided into groups of two.

SKILLS NEEDED:

Tossing and catching.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate and explain the following progressions:

Individual Activities:

- a. throw the ball in the air, head it and catch it
- b. throw the ball in the air, let it bounce and head the rebound
- c. throw the ball high against a wall, head the rebound after one bounce

- d. throw the ball against the wall, head the rebound
- e. continuous heading

Partner activities:

- a. throw the ball to a partner (sitting) who heads the ball
- b. throw the ball to a partner (standing) who heads the ball back to thrower
- c. throw the ball against wall, partner heads rebound (rebound can bounce once on the floor or be direct)
- d. throw the ball to a partner and while the ball is in the air tell him/her which direction to head the ball, i.e., left, right, forwards or backwards

2. Students can participate in heading relay:

- a. divide the class into four to five relay teams
- b. use a beach ball or other low-impact ball
- c. choose one player from each team to be a “tosser”
- d. the “tosser” should stand about 10 feet in front of his/her team and pass the ball to the first person in line using an underhanded toss
- e. the first player heads the ball back to the tosser and runs around marker to join back of line
- f. continue the format until all team members have headed the ball back to the “tosser”; the first team to finish is the winner

EVALUATION/MODIFICATION:

Students should focus on the following points:

- 1. Keep eyes open to watch the oncoming ball.
- 2. Use the forehead to head a ball.

Grade

4

LEVEL:
INTERMEDIATE

POWER/SPEED

OBJECTIVE:

To develop speed and power.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Landing mat or tumbling mats for indoor use, landing pit with sand for outdoor use.

INFORMATION:

Power is the ability to perform maximum effort in as short a period as possible. It is sometimes referred to as explosive strength and represents the product of strength and speed. The speed of contraction of the muscles involved, as well the strength and synchrony of the muscular system, determine the degree of power.

The long jump is one of the most popular field events with young students and incorporates speed and power.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Running, landing.

INSTRUCTIONAL STRATEGIES:

1. The Run-up:
The jumper's approach needs to be consistent to hit the take-off point accurately. The run-up will vary with the age, speed, and ability of the jumper. Strides for elementary students will average 14 and 20 strides. The run-up should be of sufficient distance to enable the jumper to accelerate to top speed and have at least six strides of relaxed sprinting before

takeoff to concentrate on the jump. It is a natural tendency for the jumper to dip slightly on the takeoff leg, allowing for better “spring.” The jumper should not focus his/her eyes on the takeoff board as this inhibits the ability to jump up. To maximize uplift, the jumper should concentrate on the back of the landing pit.

2. The Sail:

Initial instruction in long jump technique should begin with the sail. Jumpers should not worry about the takeoff board initially, concentrating only on jumping. The jumper should always take off with the same foot, and use a 7' to 10' stride run-up in the beginning. When jumping, the athlete should be taught to land with knees up, feet apart. Instruct the jumper to work at achieving height in the air. The sail technique requires the jumper to maintain a tucked position with knees up while in flight. Landing requires the individual to extend the feet as far from the body as possible to achieve maximum distance. To assist in this extension before landing, the arms should be thrown forward.

3. If the jumper uses proper technique in the air prior to touching down, the landing will be relaxed. The student will fold into a ball, and roll forward in a tucked position allowing the body to pass over the feet.

4. Have students participate in the “Number of Jumps” activity below.

Number of Jumps

Arrange the students in a line formation with the students’ toes touching the starting line. Draw a finish line (20 to 30 feet) in front of the starting line. Each child begins on the starting line and jumps continuously, each jump reaching as far as possible (subsequent jumps start from where heels touched). The object is to see who can make it across the finish line in the fewest number of jumps.

TEACHING SUGGESTIONS:

Use partners to mark landing positions and to count jumps.

Grade

4

LEVEL:
INTERMEDIATE

POWER AND SPEED

OBJECTIVE:

To develop speed and power.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Landing mat or tumbling mats for indoor use; landing pit with sand for outdoor use.

INFORMATION:

A successful long jumper must be able to combine jumping and speed. Elementary school children have sufficient speed for this event and can execute the approach flight and landing relatively well.

Before any actual instruction has begun, have the students run and jump to determine which foot they find most comfortable to jump from. Once established, jumping technique may be taught. There are three popular methods used by long jumpers—the sail, the hang, and hitchkick. All three work well but are individually suited. The sail and the hang are best utilized by novice and intermediate jumpers. The hitchkick is used mainly by older, more advanced athletes. Instruction at the elementary school level should be based on the first two methods. Whether a jumper is using the sail or the hang, he/she must constantly remind himself/herself that speed + height = distance. This underlying theme applies to all long jumpers regardless of level or ability.

CLASS ARRANGEMENT:

Students jump individually. If two jumping pits or two approach areas are available, students can jump simultaneously.

SKILL NEEDED:

Running speed.

INSTRUCTIONAL STRATEGIES:

1. The Run-up:
The jumper's approach needs to be consistent to hit the take-off point accurately. The run-up will vary with the age, speed, and ability of the jumper. Strides for elementary students will average 14 to 20 strides. The run-up should be of sufficient distance to enable the jumper to accelerate to top speed and have at least six strides of relaxed sprinting before take off to concentrate on the jump.
2. The Hang:
If a jumper has succeeded in mastering the sail, the jumper may be ready to learn the hang technique.

The hang requires the jumper to extend in the air by thrusting the hips forward. In attempting the hang, an athlete should be instructed to take off normally, then immediately thrust the hip forward while in flight. This will cause the feet to come up behind the jumper. Immediately before landing, the jumper thrusts his/her arms forward, down, and past the legs; simultaneously, the legs must be lifted and extended. This assists in raising the feet and legs to a proper landing position. While the arms are being thrust forward and down, the head and shoulders will follow naturally.

EVALUATION/MODIFICATION:

Individuals should not be encouraged to use this method unless they are consistently jumping in excess of four meters. The hang will not be a useful technique if a student's jumping distance is below four meters, as the jumper is not in the air long enough.

Grade

4

LEVEL:
INTERMEDIATE

ICE SKATING

OBJECTIVE:

To enhance skating skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Ice rink.

EQUIPMENT/MATERIALS:

Skates, helmets, knee and elbow pads for each student.

INFORMATION:

Ice skating is a great way to get the heart to supply blood to the working muscles. Ice skating can improve balance and coordination.

SKILLS NEEDED:

Balance, forward skating ability.

INSTRUCTIONAL STRETEGIES:

1. Review skating safety skills.
2. Demonstrate to students the techniques used in backward gliding; allow the class to try the new skill on the ice.
3. Lead into backward skating and demonstrate as they observe. Allow students to try the skill.
4. The students should try the new skills in combination with the old skills by playing "Follow the Leader."

A student chosen by the teacher will be the leader and will skate around the rink while using the many different skills demonstrated. The slower students should be in front and the more skilled students in the back to keep the game flowing. Choose a new leader occasionally. Near the end of class, take over as leader and lead them to the shoe change area.

EVALUATION/MODIFICATION:

Observe improvements of ice skating and grasping of new skills.

Music can be added and students may design a short routine to perform using the skills they have learned.

RESOURCES:

Rehor, Pete, Ph.D., Scope and Sequence For Teaching Elementary Physical Education, 1993, Kinkos, p. 52.

Grade

4

LEVEL:
INTERMEDIATE

CROSS COUNTRY SKIING

OBJECTIVE:

To enhance cross-country skiing.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Outdoor area with snow.

EQUIPMENT/MATERIALS:

Cross-country skis, boots, poles, warm clothing.

INFORMATION:

Why cross-country skiing? In the past decade winter has taken on an entirely new meaning for thousands of people. No longer is winter a season to be passively endured, but one to be actively celebrated. People have discovered the joys of winter outdoor sport and recreation, and especially those of cross-country skiing. And no wonder! Cross-country skiing is both an excellent physical conditioner and a matchless opportunity to get away from it all; to rediscover the beauty of nature in winter.

CLASS ARRANGEMENT:

Students, in a line formation, ski across the level ground simultaneously.

INSTRUCTIONAL STRATEGIES:

1. Students should participate in the warm-up game:

Catch the Rabbit

Two experienced skiers (teachers or parents) are given a 30-second start. They zigzag in a specified area trying to avoid being caught. The girls chase one rabbit, the boys chase the other rabbit. The first team to catch their rabbit wins.

2. Students should practice the following progressions:

a. Diagonal Stride

This is a term for a basic ski technique in which the opposing arm and leg move together as in walking. The arm places the pole while the opposite leg pushes off; hence, they work diagonally across the body.

Basic Diagonal Stride Position

Students should assume the basic diagonal stride position by slightly bending the ankles and knees with shoulders and back rounded forward and head up.

Without poles, and with skis in a flat track, alternately shuffle each ski forward. To achieve something more than a shuffle, transfer weight from ski to ski as one forcefully pushes down and kicks back on the weighted ski. Glide with the opposite ski, transferring the weight to it. This weight transfer takes place as the feet are passing each other. Plant the poles by swinging the arms fully forward. The elbow is slightly bent and the hand is in front of the basket. Follow through until the arms are extended and relaxed to the rear. (Timing the arm motion with that of the legs may be a problem for some. The solution for that is to ski very fast for a short period on a slightly uphill track. The body usually creates a natural rhythmic motion using this corrective exercise.)

b. Falling Down, Getting Up

Youngsters make falling down and getting up seem easy because of their flexibility and relative closeness to the snow. For the older or slightly heavy skier, use the following procedure to practice falling and getting up: fall to the side on buttocks, relax, ride out the fall (if moving downhill) and move to the side of the trail to make way for oncoming skiers. Move skis parallel, then perpendicular to the fall line (the line a ball would follow if rolled down the hill). Crawling toward the tips, kneel on skis, raise a knee and set foot. Plant the poles in front of body for assistance and stand up.

c. Star Turn Procedure (tips)

With skis parallel, imagine the ski tips are nailed to the snow. Lift left or right ski depending on which way one plans to turn. Spread tails comfortably forming a “V” or pie shape. (Remember, some students may not know the alphabet.) Place the other ski parallel. Continue this procedure until a full turn has been completed.

d. Star Turn Procedure (tails)

With skis parallel, imagine tails are nailed to the snow. Place pressure on the heel plate. Move left or right ski apart to a comfortable width, forming a “V” shape. Place the other ski parallel. Continue this until a full turn has been completed.

CIRCULATORY SYSTEM

OBJECTIVE:

To understand the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Handout of the heart (see Grade 4 Handout Masters), chairs, hula-hoops, jump ropes, cones, red and blue bean bags, ball or ribbons, etc., to construct a heart obstacle course.

INFORMATION:

The body's circulatory system provides a means of transporting needed energy fuels throughout the body. The heart works as a pump to move blood throughout its four chambers to the rest of the body. Oxygen-rich blood is forced from the left side of the heart and as the blood returns to the heart the blood picks up carbon dioxide and other waste materials the muscle cells have produced. This cycle continually repeats itself.

CLASS ARRANGEMENT:

Large group.

SKILLS NEEDED:

Writing, coloring and motor skills.

INSTRUCTIONAL STRATEGIES:

1. Discuss the parts of the heart and the pathway the blood takes.
2. Use the obstacle course representing the circulation of blood to enhance academic understanding of the circulatory system.

To represent oxygenated and deoxygenated blood, use red and blue bean bags, ribbons or spongy balls. As the students go through the course have them pick up a blue bean bag in the lungs and carry it to the left ventricle and atrium of the heart. Students should drop off the blue bean bag and pick up a red one and carry it through the body to lungs where there will be an exchange once again.

EVALUATION/MODIFICATION:

Depending on the size of the class, you may want to split them into two groups. Assign several students to represent working muscles in the body and have them jump rope, do sit-ups or some other physical activity. The students going through the course will deliver the oxygen to them and carry away the carbon dioxide they have. Others can be in the lung area and participate in the exchange of oxygen and carbon dioxide in the alveoli.

Grade

4

LEVEL:
INTERMEDIATE

"JUST FOR THE HEALTH OF IT"

OBJECTIVE:

To understand purpose of circuit training.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium.

EQUIPMENT/MATERIALS:

"Beach Boys" music for a cardiovascular activity; "Rocky" for circuit stations.

INFORMATION:

The purpose of circuit training is to develop cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

Circuit training is an exercise program consisting of a number of stations arranged in the form of a circuit. Each station demands an exercise task from the student as he/she moves from station to station in sequential order.

Circuit training can encourage an individual to exercise and influence their adherence to exercise. It enables development of all the main components of fitness and allows large numbers of participants to exercise together while still following an exercise intensity suited to personal ability level.

CLASS ARRANGEMENT:

Class divided into eight groups.

SKILLS NEEDED:

Stretching, skipping and basic locomotor skills.

Instructional Strategies:

1. Tape two-minute segments of “Beach Boys” and one minute of “Rocky” for a total of 24 minutes.
2. Instruct the students that “Beach Boys” music represents jogging around the gym, while “Rocky” music indicates circuit station exercises.
3. Students should jog for two minutes, exercise at appropriate stations for one minute, jog for two minutes, exercise at the next station for one minute and so on.
4. Select eight station exercises from Appendix B. If necessary, make cards or posters and have students complete the circuit to the rhythm and time of the music.

NOTE: Instruct students regarding the proper performance of each circuit station selected from Appendix B.

Grade

4

LEVEL:
INTERMEDIATE

NUTRITIONAL KICK THE CAN

OBJECTIVE:

To understand nutrition and its effects on body composition.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT AND MATERIAL:

A cone, jerseys, straps for tying students' legs (three-legged race style).

INFORMATION:

The food we eat affects our body composition. Foods high in fat increase the percentage of body fat. An ideal body composition for males is 12-18 percent body fat, and 18-22 percent body fat for females.

INSTRUCTIONAL STRATEGIES:

The teacher should conduct a brief review of what body composition is and discuss how the food we eat affects body composition. Students should list foods high in fat, and foods low in fat.

Divide the class into two groups. One group represents body composition and the other group represents foods having a high fat content. The students representing the high-fat foods guard the cone set up in the middle of the area, and try to tag the students representing body composition. Once tagged, the students share a strap, joining their legs as in a three-legged race. The body composition students are "freed" from the foods high in fat when a "free" body composition student knocks over the cone which represents exercise and a good diet. The cone is set up again, the students switch roles, and the game is started over with a brief discussion of body composition and nutrition in between games.

EVALUATION/MODIFICATION:

The teacher is to look for participation in the game and to ask questions which make the students reflect on the concept of body composition and its relationship to nutrition.

Grade

4

LEVEL:
INTERMEDIATE

EATING FOODS HIGH IN FAT CAN BE BAD FOR YOUR HEALTH

OBJECTIVE:

To understand nutrition in foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Twenty large, brown paper grocery bags, scissors, knife, butter, potato chips, apples, uncooked hot dog, paper cups.

INFORMATION:

By decreasing the amount of fat one intakes, there is a better chance of avoiding future health problems. Reducing the intake of greasy foods helps to maintain low blood pressure and blood cholesterol which are likely to increase as one grows older.

CLASS ARRANGEMENT:

Individual project involving whole class.

SKILLS NEEDED:

Writing, cutting, and recording.

INSTRUCTIONAL STRATEGIES:

1. Each student should receive a brown paper bag to cut open. Lay the bag flat on a surface.
2. Cut off a small pat of butter and rub it at the top of the bag until the butter makes a stain. Write "butter" under the stain. (Butter is a good example to use for a visible stain as it is almost all fat.)
3. Explain to students they will do the same procedure with potato chips, apples, and hot dogs. These foods should be cut up into small portions and placed inside a small labeled paper cup. (Do not use a waxed cup.)
4. Students will discuss which foods were the fattiest foods and which were the healthiest foods.

EVALUATION/MODIFICATION:

This activity can be done in cooperative-learning groups. Each group will test different foods so the whole class will see a variety of foods.

RESOURCES:

The Education Center, Inc., June/July 1991, The Mailbox, p. 6.

Grade

4

LEVEL:
INTERMEDIATE

PYRAMID NUTRIENT SEARCH

OBJECTIVE:

To understand the functions of nutrients.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Pyramid Nutrient Search handout (see Grade 4 Handout Masters), food picture cards or pictures of the 15 answers to the Search (chocolate low-fat milk, frozen yogurt, mozzarella or string cheese, roast beef, baked fish, scrambled eggs, kiwi fruit, orange, strawberries, blueberries, baked potato, carrots, dry cereal, whole grain bread, bagels).

INFORMATION:

We need to eat a variety of foods every day from the five food groups to be healthy. Nutrients are substances found in food that the body needs to work properly. Water is also a necessary nutrient every day. We need 40-50 nutrients per day for good health, although children generally learn about the major nutrients.

Foods in each food group have similar, but not the same amounts and types, of nutrients and are classified according to their nutrient content in the five food groups. Calcium (from foods in the milk, yogurt and cheese group) helps form strong bones and teeth, iron and protein (from foods in the meat, poultry, fish, dry beans, eggs and nuts group) help to build strong muscles, and iron keeps the blood healthy, vitamin C (from foods in the fruit and vegetable groups) helps to heal cuts, vitamin A (from foods in the fruits and vegetable groups) helps us to see in the dark, carbohydrates and B vitamins in the grain group give energy and help to keep skin and the nervous system healthy.

INSTRUCTIONAL STRATEGIES:

1. Children should brainstorm a definition of “nutrient.” Discuss the definition and why food groups are divided as they are. Explain nutrients and their functions in the body.
2. Food pictures should be available around the room or have the 15 answers on the chalkboard.

Form teams of student explorers and distribute copies of the Pyramid Nutrient Search. The teams should search for answers to the pyramid and answer each question in order. The first team to finish is the winner.

EVALUATION:

Class reviews answers out loud to clarify and discuss.

RESOURCES:

Adapted from: Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

BAG YOURSELF A SALAD

OBJECTIVE:

To identify varieties of vegetables and fruits.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Bag Yourself a Salad handout (see Grade 4 Handout Masters), grocery bag, vegetables, knives, cutting boards, salad dressings, plates, forks.

INFORMATION:

In an effort to encourage children to eat at least five vegetables and fruits each day, a variety of vegetables can be presented in new ways for them to be aware of and perhaps to taste. Many children have a narrow idea of what ingredients should be in a salad, and are enticed to eat more salads when they experience an array of vegetables.

INSTRUCTIONAL STRATEGIES:

1. Ask children to identify the most common ingredients in a salad. Review the Food Guide Pyramid recommendation that we eat at least five fruits and vegetable servings each day. Brainstorm how to expand the students' ideas of a salad to include more vegetables and fruits, and how to make them appealing.
2. Distribute copies of Bag Yourself a Salad. Read the names of the ingredients together. The instructor should ask the children if they have tasted any of the ingredients. What other fruits and vegetables can be good in salads? (List on bottom of handout page.) What was the most unusual salad ingredient they have eaten? The best? The worst?
3. Tell the children to choose three ingredients from the list, write the names on strips of paper, and place them inside a grocery bag. Volunteers choose slips of paper from the bag and as the ingredient is read aloud, students should group ingredients into combinations as salads (as a group or individually). Decide whether salad dressings would be put on salads, and, if so, which type of dressing.

4. Children should wash vegetables, cut up the vegetables, and combine in a variety of salads for tasting.

EVALUATION/MODIFICATION:

An outgrowth of this activity is to have children bring in vegetables or obtain them from school food service staff.

RESOURCES:

Adapted from: Eat, Think and Be Healthy, Washington, D.C., Center for Science in the Public Interest, 1987.

GREAT COMBINATIONS

OBJECTIVE:

To identify combination foods from five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Making Great Combinations handout (see Grade 4 Handout Masters).

INFORMATION:

One way to get a variety of foods in our diet is to eat “combination foods.” Combination foods are mixtures of two or more different foods. As students discuss combination foods, they not only realize that more than one food group can be represented in a food, but also that different people put different foods into a recipe they might believe is standard. People from all cultures need to eat from all of the five food groups, and may prefer different combination foods.

SKILL NEEDED:

Familiarity with five food groups in Food Guide Pyramid.

INSTRUCTIONAL STRATEGIES:

1. Discuss that we have identified foods from the five food groups. What happens when we mix them up? Write definition of combination foods on the board. List examples: macaroni and cheese, beef taco, lasagna, beef stew, or fruit milkshake. As the foods are named, children identify the ingredients and the food group to which each belongs. Note the different ingredients that children mention for beef tacos or beef stew. Focus on main ingredients, rather than seasonings or different ways foods are prepared.
2. Students should generate a list on the board called “More Combination Foods.” (Examples: lasagna, pizza, chop suey, cheeseburger, chicken noodle soup, chili, tuna casserole, banana split). Distribute Making Great Combinations worksheet. Working alone or in pairs, have students develop formulas for four of the foods from the list on the board. Have students also complete the food group checklist at the right side of the worksheet. Share formulas in a class discussion. Note that combination foods help you stay healthy in more than one way by providing a variety of nutrients.

EVALUATION/MODIFICATION:

Have students ask friends or relatives for combination foods they like to eat, especially those from another culture. Share in class the next day and determine food groups from ingredients.

RESOURCES:

Adapted from: Healthy Choices for Kids, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

GETTING YOUR GRAINS

OBJECTIVE:

To understand the nutritional content of grains products.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Check Your 6 and Scavenger Hunt (see Grade 4 Handout Masters), grain food products.

INFORMATION:

U.S. Dietary Guidelines recommend that we eat six to 11 servings of grain products daily, depending on our activity level. With instruction in serving size and the variety of grains available, children can more comfortably eat six to 11 servings. These foods provide energizing complex carbohydrates, help replace unwanted fat calories, and supply fiber. Grain products are excellent sources of protein, B-vitamins, iron, zinc and other trace elements.

INSTRUCTIONAL STRATEGIES:

1. Using the Check Your 6 handout, review the number of servings recommended in the grain group of the Food Guide Pyramid. Discuss the importance of the nutrients in the grain foods group and ask the students to remember how many servings they have eaten in the last 24 hours.
2. Discuss serving sizes as listed on the handout. Display a number of grain products and demonstrate the correct serving amount.
3. Using the Scavenger Hunt handout, discuss the different products that are listed in the grain foods category. The Scavenger Hunt can be done as a field trip, an optional homework assignment or as a class activity with foods brought into the classroom with prices listed. The label reading for servings per package and cost per serving columns are of particular interest to children.

EVALUATION:

Children should fill in the last blank of the Check Your 6 handout with the number of servings they will eat in the next 24 hours, and list some foods they think they'll eat on the back as a reminder.

RESOURCES:

Adapted from: Check Your 6, Wichita, Kansas: Kansas LEAN, 1992.

FOOD CHOICES

OBJECTIVE:

To identify factors influencing food selections.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

INFORMATION:

The eating patterns of people during special events, e.g., holidays, parties and picnics, influence food choices (turkey at Thanksgiving, cake at birthdays, and watermelon at picnics). The kinds of foods chosen often depend on the time and place, the occasion, and the people present at the meal. When children recognize the influences of the eating environment, they can better choose foods which fit into a healthy and balanced diet by substituting more nutritious foods for less healthy choices. It is important that students understand there are no good or bad foods, and they can control the healthiness of their daily diets by making better choices despite other influences.

INSTRUCTIONAL STRATEGIES:

1. Explain to students they will learn how different situations affect their food selections. Assign groups of students to develop a list of appropriate foods for each occasion: camping trip with campfire cooking, birthday party in the summertime, Thanksgiving dinner, picnic lunch for two people in the park, lunch at a fast food restaurant, bag lunch for school, and an after-school snack.
2. After students have developed the list, have them share the list with the entire group. Discuss that different situations can determine what foods are eaten, depending on tradition, portability, availability of a means of cooking, and availability of food and time.
3. Have students determine which foods in any of the lists could be exchanged for other food which would be a healthier choice. Explain that no foods are good or bad, but in some situations we want to take better control of what we eat for a balanced diet.

EVALUATION/MODIFICATION:

Discussing other people's influence, i.e., parents, siblings, friends, on eating habits could be an optional activity.

RESOURCES:

Adapted from: Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

FOOD SHOPPING DECISIONS

OBJECTIVE:

To demonstrate good decision-making skills in food choices.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT AND MATERIALS:

Opinionnaire and Parent Letter handout(see Grade 4 Handout Masters).

INFORMATION:

Children are becoming grocery shoppers for themselves and/or for their families at an earlier age. The number of products in food stores is increasing each year and since few families have unlimited funds to spend in the grocery store, it is important to obtain the most value for each dollar spent in planning appealing, nutritious meals. Nutritious choices to eat in the home stem from healthful choices in the grocery store. Children can become smart consumers and receive satisfaction from the money spent for food if they understand factors in choosing foods.

INSTRUCTIONAL STRATEGIES:

1. A few days previous to this activity, give students a copy of the Parent Letter handout and Opinionnaire handout. Ask the students to complete the statements in the opinionnaire by asking their parents how they choose food. Stress there are no right answers, but that the opinionnaire gives students ideas to share about food shopping. Many different factors exist for different families.
2. On the day of the discussion, ask students to volunteer statements from their papers. Keep responses short, and help all students respect the differences which may occur on the papers.
3. Students should form small groups to list factors they think might influence their shopping if they decided to shop for family dinners for a week, e.g., limited cooking experience, a plan for the week, cost, size of family, sale items, storage, ability to carry it home.

Compare group lists and discuss how those factors would change as they progress through life.

EVALUATION:

Scenarios of people in different stages of life could be described for students to identify which factors might be important for food shopping for that person or family.

RESOURCES:

Adapted from: Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

KITCHEN SAFETY

OBJECTIVE:

To identify methods to ensure kitchen safety.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT AND MATERIALS:

Be Safe—Not Sorry (see Grade 4 Handout Masters).

INFORMATION:

Kitchen accidents are common causes of injuries. Students can learn how accidents happen and how they can be prevented.

INSTRUCTIONAL STRATEGIES:

1. The instructor should explain that each student will play the role of safety inspector for a kitchen which will be used by two fourth graders. Distribute Be Safe—Not Sorry. Ask students to mark an “x” on all things which could cause an accident.
2. In a group discussion, ask students to name each of the potential safety hazards in the picture and identify what accident it could cause. Have them state a rule for kitchen safety following each hazard identification.

Sample rules:

- a. Remember to turn burners off when cooking is completed.
- b. Keep flammable objects away from the stove and oven area.
- c. Clean up water on the counters or floors and dry hands before plugging in electrical appliances.
- d. Keep cords away from the edge of counters or tables.

- e. Put sharp knives away when they are not being used.
- f. Put away toys before cooking is started.
- g. Wash sharp knives and put them away immediately after you are finished with them (or ask an adult to wash them).
- h. Wash dishes as you cook, or stack them carefully in small piles at the back of the counter.
- i. Cut foods on a cutting board. The knife blade should be facing away from you.
- j. Pan handles should be turned toward the back of the stove or counter. Keep pans away from the counter edge.
- k. When opening cans, continue opening them until the lid is completely off the can. Discard lid safely.

Other scenarios not pictured include tying back long hair and not wearing loose-fitting long sleeves which could get near flame or burners.

EVALUATION/MODIFICATION:

Invite a fire officer into the classroom to discuss kitchen fire-extinguishing procedures. Students can role play what they would do in different kitchen safety situations.

RESOURCES:

Adapted from: Eating Right is Basic, Oakland, California: University of California Cooperative Extension, 1991.

CHOOSING "EXTRAS"

OBJECTIVE:

To understand the nutritional value of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

EQUIPMENT AND MATERIALS:

Looking for Something Extra handout (see Grade 4 Handout Masters).

INFORMATION:

The “extra,” “sometimes,” or “other” foods are those which are high in calories and low in nutrients. They contribute nearly 40 percent of the calories in the American diet. Especially with children’s high nutrient needs, it is important they identify foods which might not be as good a choice for a snack because it is lower in nutrients than another food. “Extras” are foods which should be chosen occasionally and eaten in moderation as a smaller serving. Most choices for children should be made from foods which give important nutrients.

Grams and milligrams are units of measure for mass or weight. A gram is 1,000 times bigger than a milligram.

INSTRUCTIONAL STRATEGIES:

1. Ask students to think of three favorite foods. Have them share those three choices with a person sitting near them. Discuss as a group what are some favorite foods? Are they all from the five food groups? Are some from the “extras”? “Extras” are foods which are high in calories but not high in nutrients, e.g., sweets, soda, oils, and fats.
2. Distribute the handout Looking for Something Extra. Students should, individually or in small groups, answer the questions. Discuss that some would choose the foods which have fewer nutrients sometimes, but that it is our responsibility to our healthy bodies to choose foods which are higher in nutrients most of the time.

EVALUATION:

Have students determine how they will make fewer choices or smaller serving choices from the “sometimes” or “extras” food in the next three days.

RESOURCES:

Adapted from: Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

BREAKFAST DECISIONS

OBJECTIVE:

To understand the importance of nutritional breakfasts.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

INFORMATION:

Breakfast means breaking the overnight fast by eating. Breakfasts vary by culture, customs, food availability, sleeping habits, and hunger upon rising. Breakfast doesn't have to be boring. Children need to be aware of different styles and different food choices for the morning meal. There is no "perfect" breakfast. Whatever the choices, breakfast is important to give the body energy and nutrients after the night's fast.

INSTRUCTIONAL STRATEGIES:

1. The instructor should ask students to describe what they ate for breakfast. Record the number of responses for each type of food. Discuss the fact that many people have fairly traditional breakfast foods. In order to keep breakfasts interesting, we can eat lots of different foods.

"Brainstorming" is a good method of sharing creative ideas with a group. Write "CREATIVE BREAKFAST IDEAS" on the board. Give the children some ideas to begin the brainstorming process, e.g., dinner leftovers for breakfast, whole-grain alternatives to white toast, fresh, frozen, plain low-fat yogurt mixed with chopped fresh fruits, breakfast sandwiches like chicken salad on whole wheat bread with sliced tomatoes, adding fruit to cereals. Write down every response until the students cannot think of additional ideas. Remind them to build on each other's ideas.

2. Discuss the list. Which breakfast ideas seem most appealing? Has anyone tried any of them? Would you be tempted to eat breakfast more often if you used more imagination? How could you help your family prepare breakfasts so everyone is encouraged to eat breakfast?
3. Break students into small groups to create breakfast party menus for a specific occasion. Ask them to be creative and choose healthful combinations. Discuss the importance of eating breakfast to break the fast each day.

EVALUATION/MODIFICATION:

Enlist parents' help in creating one of the breakfast party menus in the classroom with students doing the cooking.

RESOURCES:

Adapted from: Eat, Think and Be Healthy, Washington, D.C.: Center for Science in the Public Interest, 1987.

YOUR OWN BEST FRIEND

OBJECTIVE:

To enhance self-acceptance.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities and to promote proper nutrition as parts of a healthy lifestyle.

EQUIPMENT/MATERIALS:

“Give Yourself Good Self-Talk” handout.

INFORMATION:

To take responsibility for one's own life and practice making responsible choices, each person needs to have a positive self-image. Students maximize their positive self-image by learning how to talk positively to themselves, to be “their own best friend.”

The power of words students think and say to themselves is real. Creating self-talk for themselves, to describe what they want as opposed to what exists or what they do not want helps in making good decisions, including choosing foods which are healthy.

INSTRUCTIONAL STRATEGIES:

1. As students enter the doorway, the instructor should greet each and ask them to think about one of the following: something you are looking forward to, something you like about yourself, something you are good at or a recent success. Ask them to write it down when they have reached their seat.
2. Explain the benefit of positive self-talk in taking responsibility for one's choices. Model positive self-talk by using self as an example. Exaggerate if necessary to make a point, but be positive. Use food habit and choices as examples, if possible.
3. Distribute the Give Yourself Good Self-Talk handout. Have students read through the sample of John's written statements. Discuss as necessary. Students should complete the self-talk statements, with some related to food habits.

EVALUATION:

Students can check on their progress toward a goal in a week.

RESOURCES:

Adapted from: Shape Up For Fitness, Columbia, Missouri: University of Missouri Extension, 1986.

DEATH OF A PET

OBJECTIVE:

To understand issues regarding death and loss.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

When a Pet Dies handout (see Grade 4 Handout Masters).

INFORMATION:

Death is a natural step in the life cycle of animals, plants, and humans and it is important to understand the range and intensity of feelings and the variety of reactions to death. It is normal to feel grief when death occurs. Many times it helps say something when a friend has lost someone or something important to them.

INSTRUCTIONAL STRATEGIES:

1. For children, often the first death they experience is the death of a pet. When a Pet Dies offers six suggestions for helping a child cope with the loss of a pet.
2. Obtain two plants and keep them in a classroom. Intentionally have one plant die and one plant live. Discuss with the children why the one plant died and what a plant needs in order to live.
3. After a story such as "The Dead Bird," (see suggested reading list) ask students to draw what they are thinking or feeling. Allow much discussion time for class members to talk about the death of their pets or family members.
4. Divide the class into small groups. Each group will act out a situation provided by the teacher, e.g., being glad your neighbor's dog died, being sad your cat died, being sad your neighbor's dog died, being angry your cat died.

After the exercise, have the small groups discuss as a class some ideas for healthy grieving and coping strategies. "I feel better/would feel better if/when..."

RESOURCES/ACKNOWLEDGEMENT:

Nebraska Health Enhancement Curriculum

Suggested children's books:

The Dead Bird by M. Brown, Harper Children's Books

The Tenth Good Thing About Barney by J. Viorst, Macmillan

The Fall of Freddie the Leaf by L. Buscaglia, SLACK, Inc.

Gaffney, D. A. (1988). The Seasons of Grief: Helping Your Children Grow Through Loss, New York: New American Library, Penguin, Inc.

Guiding Children Through Grief: A Caring Library on Death, Dying, and Grief for Children and Families, Centering Corporation, 1531 North Saddle Creek, Omaha, NE 68104-5064 (402) 553-1200.

The Good Grief Program is a preventive mental health effort designed to help schools and community groups become a base of support for children and adolescents when a friend dies. The Good Grief Program, 295 Longwood Avenue, Boston, MA 02115 (617) 232-8390.

GOOD DAY/ BAD DAY

OBJECTIVE:

To understand emotions.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

INFORMATION:

Emotions may influence perceptions about oneself. How one feels about themselves may affect their interaction with others.

By assessing if one is having a good day or a bad day, a person can affect the remainder of the day and the interactions with others.

INSTRUCTIONAL STRATEGIES:

1. Discuss what is a good day? What is a bad day? Make a list or graph of the responses of the class. Look for commonalities in responses.
2. Read Judith Viorst's book, Alexander's Terrible Horrible Very Bad Day. Pose the question, "Have you ever had a day like Alexander?" Write and illustrate a book describing your bad day.
3. If you are having a stupendous or disastrous day, how do your emotions affect your relationships?
4. In small groups students should write a number of scenarios based on their personal experiences. Place the scenarios in a brown bag. Have small groups select a scenario and talk among themselves about how to respond to the situation and how the situation affects their relationship with others.

AGING AND PATIENCE

OBJECTIVE:

To identify ways of demonstrating empathy and understanding to aged persons.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Petroleum jelly, pair of old glasses, bag of small pebbles, pair of mittens or gloves.

INFORMATION:

Aging is often erroneously viewed in a negative light. Relate the gifts of aging to the older, beautiful trees in your community. As trees get older, they have more branches, and their trunks are larger. As persons get older, they have had many more experiences and have much more to share with others.

Explain that as people get older there are physical changes. Just as the branches on trees become more brittle and break more easily, the body undergoes changes with aging as well.

Simple self-help skills often become more difficult for the elderly. Students can identify ways they can assist their grandparents or others.

INSTRUCTIONAL STRATEGIES:

1. Using an old pair of glasses, rub them with petroleum jelly. Ask a student to wear them, then ask the student to read a book or to look at something in the distance. Explain that persons who are older sometimes have vision problems and cannot see as easily.
2. Ask students to wear their gloves or mittens to tie their shoes, use a pencil, or answer a phone. Explain that persons who are older sometimes have problems with arthritis and cannot move their fingers very well.
3. Ask students to put four to six pebbles in their shoe and keep them there throughout the day. Explain that persons who are older sometimes have problems with foot and joint pain and cannot walk very well.

At the conclusion of the simulations, ask the students to brainstorm how they can assist their grandparents or other aged persons with simple skills and activities. Discuss what businesses could do to assist the elderly to be more self-sufficient in shopping or conducting personal business. Students could also write short papers on "The Special Gifts and Special Needs of Older Persons."

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*. TM Blacklick: Meeks Heit Publishing Company, Inc.

ON THE STREET WHERE I LIVE

OBJECTIVE:

To understand personal history.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

INFORMATION:

What can be learned from street signs? The origins of the people who first settled in a town. In the southwest and in California, for example, one can find many towns and streets with Spanish names, as this area of the country once belonged to Mexico.

Street signs reflect the names of well-known members of the community. Mayors, city councilmen, police and fire heroes, writers, and the names of other famous people from your town are probably also on street signs somewhere. Source: Weitzman, D. (1975). The Backyard History Book. Boston: Little, Brown and Company.

INSTRUCTIONAL STRATEGIES:

1. Go on a walk through the downtown or older section of your community. List the names of the streets and hypothesize how the streets got their names. Perhaps a local historical society or community elder knows the reason.
2. What about family names? Are there any streets that have your family name? Check with your grandparents or others in the community for stories behind the names of streets, parks, or prominent buildings.
3. Now, perhaps you will see your family in a different light. Maybe your family was one of the early pioneers who donated land to construct a city park or was instrumental in the location of the high school. By sharing information about your family's past, you gain insight into values of earlier times and who your family has become today.

4. Construct a model of a section of your town. A 4" x 8" sheet of plywood and lumber scraps work well. Maybe there are areas of the town that could be made safer through the students' construction. The construction involves many areas of curriculum including art, math, social studies, and language arts.

RESOURCES/ACKNOWLEDGEMENT:

The town model activity is courtesy of Mrs. Lynne Scalia, Willson Science and Technology School, Bozeman, Montana.

ACCEPT AND VALUE ALL PEOPLE

OBJECTIVE:

To understand diversity and prejudice.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

EQUIPMENT/MATERIALS:

Six copies each of Instructions for the Green Society and Blue Society, rectangles of green and blue paper.

INFORMATION:

Define prejudice, discrimination, sexism.

INSTRUCTIONAL STRATEGIES:

The following is an exercise for students to experience feelings of prejudice, discrimination, and sexism. Let some of the class observe and some participate, i.e., one group of blue, one group of green, and let the rest of the class observe.

1. Select six students for each of the groups. Let them silently read their piece of paper regarding the blue or green society.

Instructions for The Blue Society

The Blues are solemn people. They rarely smile. Instead, they prefer to have serious, quiet conversations on a one-to-one basis. It is a society dominated by women. Men must be invited to participate in any conversation. They have tickets they exchange only at the end of a conversation with someone. They will give one to an outsider if they ask for it quietly.

Instructions for The Green Society

The Greenies are friendly people. They like to talk, laugh, and touch one another. In fact, they are always touching one another. It is a patriarchal group—most conversations usually begin asking about a male friend, father, or brother. They have tickets that they freely exchange with one another but rarely do they share them with outsiders. They only share them with outsiders if someone asks about a male in their family.

2. Each group will talk and interact only among themselves for three minutes.
3. One person from each group will “join” the other group. Tickets (rectangles of paper) may or may not be exchanged. Let each of the six individually have a turn being the newcomer to the group.
4. After the simulation is complete, ask the class how they felt in their own group and how they felt in the other group. What barriers were present? How did their behavior affect the group? What would they do differently next time?

RESOURCES/ACKNOWLEDGEMENT:

“The Blue Society and Green Society” was adopted from Bonnie Sachatello-Sawyer, Director of Education, Museum of the Rockies, Bozeman, Montana.

GROWTH AND DEVELOPMENT: PUBERTY AS A PROCESS

OBJECTIVE:

To understand adolescent development.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

INFORMATION:

According to John Hill, there are three features of adolescent development that give the period its significance: (1) the onset of puberty, (2) the emergence of more advanced thinking abilities, and (3) the transition into new roles in society.

Aside from the fundamental changes of adolescence (biological, cognitive, social), there are four contexts that affect the development and behavior of young people—families, peer groups, schools, the workplace. The psychosocial issues and problems of adolescence include identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems. Source: Steinberg, L. (1989). Adolescence. New York: Alfred A. Knopf.

INSTRUCTIONAL STRATEGIES:

1. Students need factual information about the physical changes of puberty. Churchill Films have a number of films including: Boy to Man, Girl to Woman, Girl Stuff, Boy Stuff, Growing Up: Body, Feelings and Behavior.
2. Students need opportunities to talk and share feelings about puberty as a process. Students should interview a parent/adult about problems the parent/adult experienced growing up. Breaking down the barriers and helping students see that their parents/adults also experienced similar problems may be an aid to communication.

3. Students need to see the issue or concern from varying perspectives. In regard to contexts, have students discuss issues from the perspective of the four contexts. Break into small groups and discuss concerns in groups of four. Each person would represent one context in discussion in the small group: families, peers, school, or workplace.

RESOURCES/ACKNOWLEDGEMENT:

Hill, J., Early adolescence: A Framework. Journal of Early Adolescence, 3, 1993, 1-21.

PRENATAL DEVELOPMENT: TERRIBLE TERATOGENS

OBJECTIVE:

To understand fetal growth and development.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

INFORMATION:

Fetal development begins at “Day One” of conception and continues through nine months of pregnancy. Fetal development is affected by a variety of factors including nature and nurture.

Nature: Genetic and chromosomal abnormalities.

Nurture: Environmental, including teratogens, i.e., common teratogens include diseases, drugs, and pollutants. The diseases include common viruses, parasites, sexually transmitted diseases, rubella (German measles) and HIV. Many common medicines are teratogenic; however, the most widespread and destructive teratogenic drugs are social drugs including tobacco, alcohol, marijuana, and cocaine. Several pollutants, among them lead, mercury, PCBs, and radiation, are teratogenic.

INSTRUCTIONAL STRATEGIES:

Use charts and models to demonstrate stages of development of the human fetus. (Instructional packet from the March of Dimes: You, Me and Others, and Risks and Results: Making Responsible Life Choices.)

Students should keep a log of everything they eat or ingest during a 24-hour period. In class, have them list what their parents or other adults may have eaten or ingested during the last 24 hours.

The point of the exercise with both child and parent is to show how vulnerable the developing fetus may be to teratogens. For example, during the early stages of pregnancy, ingestion of cold capsules, cough syrups, beer or cigarettes may injure the fetus.

EVALUATION/MODIFICATION:

New parents may bring an infant to class. Interview parents about what steps they took during the pregnancy to help “grow” the best possible infant.

RESOURCE:

Berger, K. S., The Developing Person Through the Lifespan, New York: Worth Publishers, 1994.

Grade

4

LEVEL:
INTERMEDIATE

HIV INFECTION: MYTH OR FACT?

OBJECTIVE:

To understand how HIV is spread and how it is not spread.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

HIV/AIDS Myth/Fact Sheet for each student (see Grade 4 Handout Masters), five to six sets of cards (one card for each statement from myth/fact sheet).

INFORMATION:

Answer to HIV infection myth/fact sheet:

1. False. HIV infection is not casually transmitted.
2. False. There is no vaccine to prevent HIV infection.
3. False. HIV is not transmitted by sneezing. The common cold is an example of a virus that is transmitted that way.
4. False. A person will not receive HIV from donating blood.
5. True. People who are HIV positive can be asymptomatic, yet transmit the virus by way of blood, semen, or vaginal secretions to another person.
6. True. An HIV-infected mother can transmit the virus to her unborn child. Thirty percent of the babies born to HIV infected mothers are HIV infected.
7. False. HIV is transmitted by specific behaviors. Those behaviors are sharing a needle with an infected user (blood), having sexual intercourse with an infected user (semen, vaginal secretions, blood), and the HIV-infected mother to her child.

8. False. Anyone who practices behaviors that are associated with the transmission of HIV is at risk. It's not who you are, it's what you do.
9. True. Sharing a needle with an infected user will put you at risk for HIV infection.
10. False. HIV is not transmitted by hugging.
11. False. HIV cannot be transmitted or obtained in swimming pools.
12. True. People can reduce their risks of HIV infection. The best way is to reduce/eliminate exposure to other people's body fluids (especially blood, semen, vaginal secretions).

SKILLS NEEDED:

HIV is transmitted by (1) infected blood or blood products, (2) sexual intercourse with an infected partner, (3) sharing IV drug needle with an infected user, and (4) HIV-positive mother to fetus.

INSTRUCTIONAL STRATEGIES:

1. Give the students the HIV/AIDS myth/fact sheet. Have them place T (true) or F (false) before each of the statements.
2. Divide class into groups of four to five students. Give each group a pack of 12 cards and have them decide within their group whether each card belongs in the "myth" pile or the "fact" pile. The decisions must be unanimous.
3. Discuss each of the myth/facts as a whole class.

Grade

4

LEVEL:
INTERMEDIATE

MICROBES ARE GERMS!

OBJECTIVE:

To understand and identify microbes and chains of infection.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

For each student: colored paper, markers, scissors, stapler and Chain of Infection handout (see Grade 4 Handout Masters).

INFORMATION:

"Microbes" are germs. They are tiny organisms that we cannot see. Microbes have special names like viruses, bacteria, fungi and parasites. Microbes can cause disease or illness in the body. When these microbes or germs are passed from one person to another in a communicable disease, it is called the "chain of infection."

CLASS ARRANGEMENT:

Classroom; arrange students in a semicircle.

SKILLS NEEDED:

Students should know the difference between communicable and noncommunicable diseases. They should review ways that communicable diseases may be spread. (See the following communicable and noncommunicable diseases lesson.)

INSTRUCTIONAL STRATEGIES:

1. Introduce the term “microbe” and “chain of infection.”
2. Each student should cut out four strips of paper, approximately 8" long and 3" wide. The students should write one of the following on each:
 - a. sick person,
 - b. microbe is transmitted (travels),
 - c. microbe enters another person,
 - d. microbe grows and makes person ill.
3. Demonstrate how the “chain of infection” will be built using the four strips of paper and the stapler to link them together. Students can build their own “chain of infection.”
4. Ask: How can a person break the chain of infection? Where would it be broken? How could a person avoid/prevent disease?

RESOURCES:

Michigan Model for Comprehensive School Health Curriculum, 1986.

Grade

4

LEVEL:
INTERMEDIATE

COMMUNICABLE AND NONCOMMUNICABLE DISEASE

OBJECTIVE:

To identify communicable and noncommunicable diseases.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Blackboard/chalk or large pad paper/marker.

INFORMATION:

Some examples of communicable diseases students may give are colds, chicken pox, flu, measles, mumps, strep throat. Examples of noncommunicable diseases are heart disease, cancer, stroke, arthritis, diabetes, asthma. Communicable diseases are transmitted in different ways, including sneezing, coughing, sharing dishes and utensils, not washing hands, sharing of body fluids such as saliva or blood.

CLASS ARRANGEMENT:

Classroom; arrange students in a semicircle.

INSTRUCTIONAL STRATEGIES:

1. With teacher, students will brainstorm the names of diseases familiar to them. Write them on board.
2. Write “communicable” and “noncommunicable” on the board. From the list of diseases create a chart that sorts the list into diseases you can get from another person and those you cannot receive from another person.

3. With the teacher, the class will brainstorm all the ways a communicable disease may be transmitted to another person.
4. The class will collect a list of diseases they have experienced. Decide if it is a communicable or a noncommunicable disease. If it is a communicable one, decide how it might have been transmitted from one person to another. Ask how was the illness identified? Treated?

GASPING FOR AIR

OBJECTIVE:

To understand emphysema.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

A drinking straw for each person.

INFORMATION:

Smoking is the single most important preventable cause of death in our society. Smoking is responsible for more than one out of every six deaths in the nation. Smoking contributes to cancer (especially lung, oral and bladder), heart disease, chronic obstructive pulmonary disease (COPD), bronchitis and emphysema, allergies, ulcers, and complications with pregnancy.

CLASS ARRANGEMENT:

Individual student desks.

INSTRUCTIONAL STRATEGIES:

1. Provide each student with a straw; have students unwrap the straw from the wrapping.
2. Ask students to pinch their nostrils closed, using one hand. They cannot inhale or exhale through their nose.
3. Ask each student to place the straw in his/her mouth keeping nostrils pinched. Inhale and exhale through the straw for one minute. Explain that if any difficulty exists with breathing they can stop at anytime.
4. Discuss individual feelings after one minute.

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Grade

4

LEVEL:
INTERMEDIATE

TASTE MAKES WASTE

OBJECTIVE:

To differentiate between safe and unsafe substances (“look-a-likes”).

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Cleanser and flour in separate baggies, fruit punch and cough syrup in similar containers, milk and white paint, semi-sweet chocolate and chocolate flavored laxative.

INFORMATION:

It is very difficult to tell the difference between safe and dangerous items by just looking at them. Children are very susceptible to poisoning with their natural curiosity and inability to judge the safety of a substance.

CLASS ARRANGEMENT:

Semicircle.

INSTRUCTIONAL STRATEGIES:

1. Make a display of the materials above. Place randomly and assign a number to each “unknown.”
2. Show each of the unknowns. Have the students write safe (s) or unsafe (u) on their sheets next to the corresponding number.
3. Ask the students if they feel that a younger child could easily confuse the safe and unsafe items. What would be the possible complications?

4. Correct their sheets, identifying the unknowns. Discuss how having only one wrong answer could be dangerous to a small child. Discuss the importance of safe storage, and safety caps on bottles (show example).

EVALUATION/MODIFICATION:

Discuss/collect “look-a-likes” such as candy cigarettes, bubble gum in a can, etc.

WE'RE HERE TO PUMP YOU UP!

OBJECTIVE:

To understand the working of the heart.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The heart must work at all times to pump blood to the brain and body. During exercise the heart can beat two to three times faster than at rest. More blood must be pumped because more oxygen is needed. Exercise increases the strength of the muscular contraction, thus sending out more blood per beat at rest. Smoking will increase the heartrate at rest 20-30b/m, because nicotine is a stimulant which constricts the blood vessels.

INSTRUCTIONAL STRATEGIES:

1. With students seated, have them hold their hands above their heads.
2. Starting with their fingers spread wide, at the count of ONE make a fist as tightly as possible. This represents the contraction of the heart when at work. At the count of TWO, open the fingers wide. This represents the heart at rest.
3. For a period of one to two minutes, have the students open and close their fists at one second intervals, as you count ONE (one second), TWO,(one second), etc., for 60 seconds.
4. At the end of the time, ask the students how their fingers felt.
5. Repeat the above procedure, but now have them open and close fists to pace of 120 beats/minute. Then have them do the same at 180 beats/minute. After completing this task, have students describe their feelings of being tired.

6. Discuss smoking in relation to heart rate. The heart rate increases 20-30 beats/minute at rest! How would this affect the heart in the long run?

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RED LIGHT- GREEN LIGHT

OBJECTIVE:

To understand healthy and harmful habits.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Red and green construction paper, scissors, a list of the following statements:

two people drinking water from same cup; a dentist is working on a patient without wearing special latex gloves; a person brings his/her own toothbrush when going on a sleepover; a person who has a cold sneezes without covering his/her nose; two friends are sharing ice cream by using the same spoon; a person has a bad cold and decides to remain home from school; a person scrapes a knee and it is bleeding but he/she does not cover the wound with a bandage; a rescuer is performing mouth-to-mouth resuscitation without any type of mouth shield.

INFORMATION:

Determining whether a behavior is healthful or harmful (non-risky or risky) is an important part of wellness. Good decisions regarding individual safety and wellness start early and need to be reinforced by others as positive choices.

INSTRUCTIONAL STRATEGIES:

1. Each student should cut out one red circle and one green circle (approximately 10" to 12" around).
2. Each circle color represents a symbol—red represents STOP, green represents GO. Students can think of these circles as traffic lights.

3. As the teacher reads the list of statements, each student should raise the appropriate circle if the statement describes a situation in which the student believes that germs can be spread. Students will hold up their red circle to indicate the statement represents something harmful. If the statement describes a situation in which students believe that something healthful is being done, they are to raise their green circles.
4. After students raise their circle for each statement, ask a student to describe his/her reason for choosing that particular color circle.

EVALUATION/MODIFICATION:

Individual students can provide statements or situations. This activity can be made more specific to risk behaviors for using alcohol, tobacco, seatbelts, and personal safety. Another modification is to write the behaviors on cards, give one to each student, and have each student place their card on a spectrum from “healthful” to “harmful.” The spectrum can be placed on a chalkboard or bulletin board. A discussion should follow to make certain the cards were placed accurately.

Grade

4

LEVEL:
INTERMEDIATE

A CLEAN SOAP

OBJECTIVE:

To understand how to reduce the spread of germs.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Vaseline (petroleum jelly), sand, soap, water, bowl or sink

INFORMATION:

When soap is not used, the oils on the skin cannot be broken down, thus allowing germs to remain. Using soap is helpful in breaking down oils on skin. In this experiment, when soap was used, the petroleum jelly (oil) was able to be broken down. As a result, the sand (germs) was able to be washed from the skin. Soap from a dispenser should be used in a restroom or kitchen, as bar soap will usually contain germs from previous users, and these germs can be transferred from user to user.

CLASS ARRANGEMENT:

Experiment/Demonstration.

INSTRUCTIONAL STRATEGIES:

The instructor should ask students the following questions:

1. Why is soap so important to use when washing hands? Why isn't water enough?
2. The instructor should ask to have a volunteer student come forward. Student should rub petroleum jelly over both hands (this represents the natural oils of skin); student should rub the sand over the hands and petroleum jelly (this represents germs).

3. The student should wash his/her hands in water only. Observe what has happened to the germs.
4. Repeat the same procedure using soap and water. Ask the student and the class to observe what happened this time (the sand is washed from the hands). What is different about washing the second time? Why is using soap more effective in helping to clean hands and other body parts than just water?
5. Reinforce the healthy behavior of washing hands after using restrooms, before eating, after handling food or pets, after playing outside, and after sneezing. Washing frequently helps reduce the number of bacteria and viruses that live on the skin.
6. Provide the reasons for using soap from a dispenser versus bar soap.

EVALUATION/MODIFICATION:

Encourage classroom teachers to use soap dispensers instead of bar soap.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

Grade

4

LEVEL:
PRIMARY

TOBACCO LOOK-A-LIKES

OBJECTIVE:

To recognize candy/gum packages that resemble tobacco products.

LIFE SKILL:

To learn how to make healthy life choices.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Package of cigarettes
Package of candy cigarettes
Package of chewing tobacco
Package of "Big League Chew"
Tin of snuff
Tin of bubble gum tape

INFORMATION:

Making healthy choices can sometimes be confusing. We often learn habits without really thinking about them—subconsciously. There are some products that are not harmful that are designed to look like products that are harmful.

INSTRUCTIONS:

Initiate this exercise with a discussion of the hazards of using any tobacco. Explain to the students that we learn habits without thinking about them. Present the tobacco products to the students so they have an awareness of what is being sold. Next, present the candy/gum products that correspond to the tobacco items. Discuss making a wise choice and avoiding candy/gum that is packaged similar to tobacco products. Tell the students that there is no tobacco in the candy look-alikes and these products are not nearly as harmful as using tobacco, but the association with the package at an early age will only bring the students one step closer to handling the same type of container at an older age. That container may contain tobacco. Their mind will accept a

tobacco product easier if there has already been some type of association with it. Close the discussion by having students make a list of candy/gum that they like that does not come in packages similar to tobacco.

RESOURCES:

Adapted from the Bear River Health Department, Utah, 1993.

Grade

4

LEVEL:

PRIMARY

TOBACCO CHEMICALS

OBJECTIVE:

To understand the chemicals in cigarettes; effects on the body due to cigarette use.

LIFE SKILL:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Cigarette Chemicals (see Grade 4 Handout Masters), lighter or match, cigarettes, "Smokey Sue" doll (which can be borrowed from the American Lung Association of Montana).

INFORMATION:

There are many poisons that enter a smoker's body. These chemicals accumulate over time to weaken the health of the smoker.

INSTRUCTIONAL STRATEGIES:

Discuss the three main chemicals found in cigarettes (tar, carbon monoxide, and nicotine). Discuss the effects of each of these chemicals on the body. Explain that you are going to light a cigarette and let "Smokey Sue" smoke it. Show the test tube provided with Sue that collects the tar prior to lighting the cigarette and then after it is smoked. Ask the students to imagine what a person's lungs would look like after 20 cigarettes, after several packs, and year after year. Ask them if this is what they want their lungs to look like.

Optional homework: Pass out the handout on chemical compounds (see Grade 4 Handout Masters) and have the students list all the products they can find in their house with at least one of the chemicals.

RESOURCES:

Bear River District Health Department, Utah, 1993.

Grade

4

LEVEL:
INTERMEDIATE

IMPROVING SELF-ESTEEM

OBJECTIVE:

To understand the value of expressing feelings.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS NEEDED:

Overhead projector, copy of "Thinking, Changing, Rearranging," by Timberline Press for each student.

INSTRUCTIONAL STRATEGIES:

Note to Instructors: This is more than a simple lesson plan; it is a self-esteem improvement unit that will take about six to nine weeks to complete. The materials are available from Timberline Press and consist of student booklets, teacher's guide and worksheets. Additionally, there are a number of posters with ideas for understanding the concepts.

Students will attain a perception of what "self-esteem" means. They will understand that their attitudes and behavior can and will affect others just as the attitudes and behavior of others affect them.

They will comprehend it is appropriate to express feelings of anger and frustration. Students will be shown appropriate ways in which to express themselves with assurance and confidence. They will discover various means of controlling themselves in difficult situations.

EVALUATION/MODIFICATIONS:

Through role playing and modeling students will display the skills that can be acquired from this unit. This exhibition can be in the form of a skit or play that could be presented to the entire school or during parents' night.

Grade

4

LEVEL:
INTERMEDIATE

DEATH AND DYING ISSUES

OBJECTIVE:

To understand issues associated with death.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITIES:

Classroom.

EQUIPMENT/MATERIALS:

Blank paper, crayons, colored pencils, paint, or markers.

INFORMATION:

Death is seen diversely by children because of personal experience, religious beliefs, cultural ideologies, and the media. It is important to keep the aspect of death in perspective. One should not dwell on death nor should one be desensitized by death.

CLASS ARRANGEMENT:

Each child should have enough room to draw.

INSTRUCTIONAL STRATEGIES:

1. Each student should draw what they think "death" looks like. Ask for volunteers to show their picture, describe it and explain where they get their ideas. It is important that all sharing is completed in a non-judgmental atmosphere.
2. Discuss the differences of opinions and values -- each is different for a reason and no child is wrong. Discuss their experience with death if they've known a person who has died. What was the experience? What did it feel like? What were the actions of other people?

EVALUATION/MODIFICATION:

Be aware of students who seem preoccupied with death, who talk frequently about it or draw pictures reflecting some aspect of death and dying, who have unusual fantasies or frequently tell stories that are violent or aggressive, and/or any child whose art or compositions concentrate on violence and/or death. These children could have experienced someone close to them dying or they could be a possible suicide risk. In all cases, refer the students to the school counselor.

COOPERATION

OBJECTIVE:

To understand the influence of cooperation.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Intra-group competition has been shown to be counter productive versus inter-group competition. People learn competitive instincts at an early age and tend to stay competitive in many facets of life which can become detrimental.

CLASS ARRANGEMENT:

Begin by pairing up students. Be aware of significant difference in size.

INSTRUCTIONAL STRATEGIES:

1. Students (in pairs) should sit back to back with interlocking hands and must try to stand up together without freeing hands. Discuss what was easy or difficult about it.
2. Increase pairs to three people, then six, twelve, etc., until the entire class tries simultaneously to stand up without letting go of each other.
3. Students should stand in a circle, front to back. They should be standing close enough to be touching. At once they should all sit down on each other's lap. While they are sitting there (it is not uncomfortable) discuss the importance of working as a "team" to get these things accomplished.
4. Discuss differences in people and that being different doesn't mean one person is better than another person, just different. Change different into something positive. Discuss how each person has something to contribute to a "team."

EVALUATION/MODIFICATIONS:

This exercise can be used to demonstrate cooperation in any group activity that you may use in your class. It is important to discuss differences and helping behavior rather than competitiveness. Any team sport is a good analogy for using cooperation. This can also be discussed in the realm of getting along with family.

Grade

4

LEVEL:
INTERMEDIATE

GOOD LISTENING

OBJECTIVE:

To understand listening skills.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Volunteers and a detailed short story.

INFORMATION:

Our ears will automatically hear sounds but to make sense out of those sounds takes conscious thought and physical effort.

CLASS ARRANGEMENT:

Ask for five volunteers who will repeat a story to one another. Begin with four volunteers outside of the classroom.

SKILLS NEEDED:

Listening, talking and observing.

INSTRUCTIONAL STRATEGIES:

1. The instructor should ask for five volunteers and send four outside the classroom. Close the door.
2. The instructor should tell a short story with some detail to the volunteer who is left in the classroom.

3. The volunteer listens carefully then goes outside the classroom and tells another volunteer who tells another, etc., until all volunteers have been told the story.
4. The volunteers should return to the classroom and repeat the short story they have heard. Discuss as a class the details that were changed and those left out.
5. Reassure volunteers that listening is difficult and no one else would have done a better job.
6. If time allows, choose five more volunteers with a new story.

EVALUATION/MODIFICATIONS:

Reinforce listening throughout the day. Remind the class how difficult it is to comprehend all that is said. They need to work at it if they are to be good listeners. Equate good listening with being a good friend, a good student, a good family member, and a good athlete, etc.

Grade

4

LEVEL:
INTERMEDIATE

I AM SPECIAL

OBJECTIVE:

To understand individual uniqueness.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, crayons, markers, pencils.

INFORMATION:

We become easily aware of our shortcomings but all too often we forget our positive qualities. Recognizing that we are unique helps us realize one person is not better than another; we are each one of a kind.

CLASS ARRANGEMENT:

Class works on the project individually, then shares in groups of four or five.

SKILLS NEEDED:

Writing, drawing, discussing.

INSTRUCTIONAL STRATEGIES:

1. Pass out a sheet of paper for each student to draw and write on.
2. Tell students they can write the answers to the questions you ask or they can draw a picture as an answer.
3. The students should divide the paper into sections.

4. In one square, students should draw themselves and write four words to describe themselves at their happiest.

In another square, draw or write what they do best, i.e., read, play, sing, watch television, etc. In a third square, draw or write about a time they felt comfortable and safe. In the final square, draw or write about a time they were kind to another person.
5. When their page is finished, have the students get into groups to discuss their papers. Tell them to share only what they want to share.
6. Ask the class to share as a whole what it means to be special.

EVALUATION/MODIFICATION:

When students feel they are not special they can refer to their sheet, a sheet no one else could have drawn or written because they are unique.



Grade

4

HANDOUT
MASTERS

BAG YOURSELF A SALAD

asparagus, slightly cooked
bean sprouts
beans (cooked garbanzo, pinto,
or kidney)
beets
broccoli
carrots
cauliflower
celery
cucumber
eggplant (cooked)
green beans
green cabbage
green pepper
lettuce
mushrooms
onion
orange or grapefruit sections
parsley

parsnips
peas or pea pods
potatoes (white or sweet, cooked)
pumpkin seeds
radishes
red cabbage
red pepper
romaine
spinach
sunflower seeds
tofu
tomatoes
turnips
watercress
zucchini

CHECK YOUR 6

- How many servings do you need daily? (See list above.)
- Use the following list to add your total servings eaten for a day.

Eaten One serving equals:

_____	1 slice soft-crumb bread (1 ounce)
_____	1/2 English muffin, regular bagel or soft pretzel
_____	1/2 bun or pita (1 ounce)
_____	1/2 ounce crackers, cookies or pretzels
_____	1/2 medium muffin
_____	1 small waffle, 3-1/2 inches square
_____	1 pancake, 4 inches diameter
_____	1/2 cup cooked rice, bulgur, barley or other whole grain
_____	1/2 cup cooked pasta or couscous
_____	1 ounce cold cereal (amount varies, read labels)
_____	1/2 cup cooked cereal (1/4 cup uncooked)
_____	2 cups plain popped popcorn
_____	1 slice pizza (1/8 of 10-inch pizza)
_____	1/2 - 1 wheat or corn tortilla (1 ounce)
_____	TOTAL SERVINGS EATEN

I ate (will eat) _____ servings today. Signature: _____

REFER TO THE FOOD GUIDE PYRAMID

- How many servings do you need? (Guidelines apply to ages 2 and older.)

	Sedentary Women, Older Adults	Children, Teenage Girls, Active Women, Sedentary Men	Teenage Boys, Active Men, Very Active Women
Grains	6	9	11
Vegetables	3	4	5
Fruit	2	3	4
Milk	2-3	2-3	2-3
Meat (oz.)	5	6	7
Fat (g.)	53	73	93

- What counts as a serving? (Bread, Cereals, Rice, Pasta)
(See checklist below.)

Vegetables:

- 2 c. raw leafy vegetables
- 1/2 c. cooked or chopped vegetables
- 3/4 c. juice

Fruit:

- 2 medium apple, banana, orange
- 1/2 c. chopped, cooked, canned
- 3/4 c. juice

Milk, Yogurt, Cheese:

- 1 c. milk or yogurt
- 1-1/2 oz. natural cheese
- 2 oz. processed cheese

Meat, Poultry, Fish, Dry Beans, Eggs, Nuts:

- 2-3 oz. lean meat, poultry or fish
 - 1/2 c. cooked dry beans, 1 egg, or 2 Tbsp. peanut butter count as 1 oz. lean meat
-

SCAVENGER HUNT

Grain food products from the base of the Food Guide Pyramid—breads, cereals, rice and pasta—are found in many sections of your local grocery store. They vary greatly in price per serving. Use your local grocery store, the Check Your 6 serving size list, or the labels on the food and math skills to **fill in the blanks of at least 10 of the following foods**. If the foods are found in several places, list only one.

Product Name	Aisle Number	Brand Name	Package Price	Servings for Package	Cost Per Serving
1. Loaf of bread					
2. Pita bread					
3. Rice cakes					
4. Rye crisp breads					
5. Flour or corn tortillas					
6. Egg roll/wonton wrappers					
7. Bagels					
8. Ramen or oriental noodles					
9. Spaghetti					
10. Pizza					
11. English muffins					
12. Frozen waffles					
13. Popcorn					
14. Quick barley (pearl)					
15. Refrigerator biscuits					
16. Bulgar (bulgur)					
17. Pancake mix					
18. All purpose flour					
19. Graham crackers					
20. Animal crackers					
21. Oatmeal (quick-cooking)					
22. Cold cereal					

Name_____

Please return the opinionnaire by _____.

Dear Parents,

Our class will be discussing some factors to consider when buying food. I would like the children to become aware of some of the things you take into consideration in choosing one item over another, whether it be cost, quantity, quality, sale items, fresh, canned, frozen, or other. I would also like the children to know that there are many ways of making decisions about what foods to buy.

It would be appreciated if you would complete the opinionnaire and discuss your answers with your child. You may wish to have your child respond to the answers before writing in your responses. There are no right or wrong answers.

Thank you for your cooperation.

Sincerely,

OPINIONNAIRE

Directions: Please finish these sentences.

1. To me, using food coupons from the newspaper is _____

 2. In choosing the size of a food container, I _____

 3. The thing I like best about my supermarket is _____

 4. In selecting a new food item, I usually _____

 5. In buying meat, I _____

 6. When I buy dairy products, I _____

 7. I do or do not read the labels on cans. _____

 8. When I buy fresh produce, I _____

 9. When an item is advertised as a "special buy" in the grocery store, I _____

 10. Other comments: _____

-

WHEN A PET DIES

SIX SUGGESTIONS FOR HELPING YOUR CHILD COPE WITH THE LOSS

Parents are often concerned about adopting a pet and worry about the possibility of their child's grief should it die. Psychologists generally agree, however, that if parents help a child handle the loss of a pet well, the experience can aid her/him in coping with future deaths--both animal and human.

- **Be truthful with your child.** Don't say, "Your pet went to live somewhere else," or "it wandered off." Break the news that it died. If your child is young and unfamiliar with concepts of death, this is an opportunity to explain your views as well as the process of death. Young children tend to think death is temporary, so you need to explain that his/her pet won't be coming back. Older children also need help coming to terms with their feelings about death as well as the loss of a beloved animal.
- **Help your child express feelings.** Children and adults go through the same emotions over pet death that they do with human death. They deny that it happened or that it matters to them; they feel angry at others or guilty about what they "should" have done. Parents need to help children talk about their feelings but also to see those feelings as stages that will pass in the process of grieving.
- **Acknowledge the power of grief.** Don't try to talk your child out of his/her feelings or diminish their power by saying he/she shouldn't be so upset about an animal. Grief over a pet's dying can be as powerful for adults or children as the grief when a close human companion passes away. Grief is also more likely to be resolved when other people are accepting and understanding. We can offer our perspective about life and death and the sense that these feelings change with time.
- **Don't automatically replace the pet.** When we go out and substitute another kitten or puppy for the deceased one, we don't give our child the chance to deal with the reality of loss. Replacing a pet can also encourage denial. In a sense we are saying, "See, Snowball didn't really die. Here she is in another form." You might want to adopt another pet, but in general it seems better to wait until the child asks you for one. This may be soon after the pet's death or a few months later.
- **Reassure your child that he/she's not at fault.** Children may feel responsible for occurrences in their lives because they view the world egocentrically. They need to hear that the anger they may have had toward a pet or the wishes they had that the pet would leave them alone had absolutely nothing to do with its death.
- **Celebrate your pet's life.** Instead of ignoring your pet's passing or having a mournful funeral, create a ceremony with your child that eulogizes the special qualities that your pet brought into your lives. Have your child help structure the event and express his feelings about his companion if he wishes. Memorial services can bring closure to a sad event, and when we join with others in saying good-bye to a companion, we feel supported. We also get a sense that death is part of the ongoing process of life.

HIV/AIDS

MYTH/FACT SHEET

Place a "T" in front of those statements that are true, and an "F" in front of those statements that are false.

- _____ 1. People can get HIV infection from going to school with a person who has HIV infection.
 - _____ 2. There is a vaccine to prevent HIV infection.
 - _____ 3. HIV infection is transmitted by sneezing.
 - _____ 4. A person can get HIV infection from giving blood.
 - _____ 5. People can look and feel healthy and still transmit HIV.
 - _____ 6. An HIV-infected mother can transmit the virus to her unborn child.
 - _____ 7. People can get HIV infection from sharing a soda.
 - _____ 8. Only males get HIV infection.
 - _____ 9. People who shoot drugs and share the needle can transmit HIV.
 - _____ 10. You can get HIV infection from hugging.
 - _____ 11. You can get HIV infection from swimming pools.
 - _____ 12. People can protect themselves from HIV infection.
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CIGARETTE CHEMICALS

Cigarettes are dangerous because they contain (or produce) poisonous substances like tar, nicotine and carbon monoxide.

TAR is the common name for a mixture of substances that is produced as the tobacco burns.

- Has been found to cause or promote lung cancer.
- A sticky brown residue with hundreds of chemicals which includes several carcinogens (cancer-causing substances).
- Benzopyrene, one of the deadliest carcinogens known, is found in cigarette tar.
- A pack a day smoker inhales 1/2 cup (4 oz.) of tar a year.

NICOTINE is an oily compound which can kill instantly in pure form.

- An injection of one drop (70 mg.) will kill an average-size man within a few minutes. Most cigarettes, however, contain somewhere between .2 mg. and 2.2 mg.
- A poisonous drug found in tobacco (used as an insecticide).
- Acts as a stimulant causing your heart to beat 10-20 beats more per minute and blood pressure to go up.
- Makes your blood vessels constrict which causes the temperature to lower in toes and fingers.
- For most smokers, nicotine is psychologically and physiologically addictive with tolerance and withdrawal problems.

CARBON MONOXIDE is another deadly poison found in cigarette smoke.

- The most dangerous gas in a cigarette (also found in car exhaust).
- Decreases the ability of the blood to furnish the body with the necessary amount of oxygen.
- Produces shortness of breath.